

# 2024-2025 Weekly Lesson Planning Document

*Week of Monday, March 24 through Friday, March 28*



EDUCATOR'S NAME: Mr. Ryan Littman SUBJECT: ESL

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>Lesson Title:</b> <b>Unit:</b> <b>Chapter:</b> <b>Page Number(s):</b> (It is suggested that you use your curriculum map.)	<u><b>Selection(s)</b></u> <u><b>9<sup>th</sup> Grade (Intro)</b></u> -Intro Unit 1 Student Edition pp. 13  <u><b>10<sup>th</sup> Grade (Fundamentals)</b></u> - Fundamentals Unit 1 Student Edition pp. 27	<u><b>Selection(s)</b></u> <u><b>9<sup>th</sup> Grade (Intro)</b></u> -Intro Unit 1 Student Edition pp. 14-15  <u><b>10<sup>th</sup> Grade (Fundamentals)</b></u> - Fundamentals Unit 1 Language Companion – Unit 1	<u><b>Selection(s)</b></u> <u><b>9<sup>th</sup> Grade (Intro)</b></u> -Intro Unit 1 Student Edition pp. 18-21  <u><b>10<sup>th</sup> Grade (Fundamentals)</b></u> - Fundamentals Unit 1 Student Edition pp. 30-31	<u><b>Selection(s)</b></u> <u><b>9<sup>th</sup> Grade (Intro)</b></u> -Intro Unit 1 Student Edition p. p.22  <u><b>10<sup>th</sup> Grade (Fundamentals)</b></u> - Fundamentals Unit 1 Student Edition pp. 32-33	<u><b>Selection(s)</b></u> <u><b>9<sup>th</sup> Grade (Intro)</b></u> -Intro Unit 1 Student Edition p. 22  <u><b>10<sup>th</sup> Grade (Fundamentals)</b></u> - Fundamentals Unit 1 Student Edition p. 34-35
<b>TN Standard(s):</b> Grade level standard (include standard notation and language). Which State Standard is your lesson addressing? This should also be on your Whiteboard Protocol.	<u><b>9<sup>th</sup> Grade</b></u> <ul style="list-style-type: none"> <li>• ELPA 10</li> <li>• CSE.1.9-12</li> </ul> <u><b>10<sup>th</sup> Grade</b></u> <ul style="list-style-type: none"> <li>• ELPA 1 and 2</li> <li>• KID.1.9-12, KID.2.9-12, and CC.1.9 12</li> </ul>	<u><b>9<sup>th</sup> Grade</b></u> <ul style="list-style-type: none"> <li>• ELPA 1</li> <li>• KID.1.9-12 and VAU.6.9-12</li> </ul> <u><b>10<sup>th</sup> Grade</b></u> <ul style="list-style-type: none"> <li>• ELPA 1 and 8</li> <li>• VAU.4.9-12 and VAU.6.9-12</li> </ul>	<u><b>9<sup>th</sup> Grade</b></u> <ul style="list-style-type: none"> <li>• ELPA 1 and 8</li> <li>• KID.1.9-12</li> </ul> <u><b>10<sup>th</sup> Grade</b></u> <ul style="list-style-type: none"> <li>• ELPA 1 and 8</li> <li>• VAU.4.9-12 and VAU.6.9-12</li> </ul>	<u><b>9<sup>th</sup> Grade</b></u> <ul style="list-style-type: none"> <li>• ELPA 1</li> <li>• KID.1.9-12</li> </ul> <u><b>10<sup>th</sup> Grade</b></u> <ul style="list-style-type: none"> <li>• ELPA 2</li> <li>• CC.1.9-12 and KID.2</li> </ul>	<u><b>9<sup>th</sup> Grade</b></u> <ul style="list-style-type: none"> <li>• ELPA 1</li> <li>• VAU.6.9-12</li> </ul> <u><b>10<sup>th</sup> Grade</b></u> <ul style="list-style-type: none"> <li>• ELPA 1</li> <li>• KID.1.9-12 and KID.2.9-12</li> </ul>
<b>Objective (s):</b> What specifically should students be able to do at the end of the lesson? The objective is standards-based.  Write the objective in student friendly terms. For example, I can multiply binomials.  This is should also be on your Whiteboard Protocol. What do you want students to know, understand and be	<u><b>9<sup>th</sup> Grade</b></u> Given graphic organizers and modeling, I can write an informational	<u><b>9<sup>th</sup> Grade</b></u> Given graphic organizers and modeling, I can write an informational	<u><b>9<sup>th</sup> Grade</b></u> Given graphic organizers and modeling, I can write an informational	<u><b>9<sup>th</sup> Grade</b></u> Given graphic organizers and modeling, I can write an informational paragraph with 80% accuracy.	<u><b>9<sup>th</sup> Grade</b></u> Given graphic organizers and modeling, I can write an informational

able to do as a result of this lesson?  
The objective should be written using the stem...

**I CAN....**

paragraph with 80% accuracy.

**10<sup>th</sup> Grade**

Given graphic organizers and modeling, I can demonstrate comprehension of “That Sports Dude” with 80% accuracy.

paragraph with 80% accuracy.

**10<sup>th</sup> Grade**

Given graphic organizers and modeling, I can demonstrate comprehension of “That Sports Dude” with 80% accuracy.

paragraph with 80% accuracy.

**10<sup>th</sup> Grade**

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paragraph with 80% accuracy.

**10<sup>th</sup> Grade**

Given graphic organizers and modeling, I can demonstrate comprehension of “That Sports Dude” with 80% accuracy.

<p><b>Possible Misconception (s):</b> What misconception(s) are you anticipating during this lesson?</p>	<ul style="list-style-type: none"> <li>• Students may have difficulty identifying subject pronouns and forms of <i>be</i> verbs.</li> <li>• Students may experience confusion about minimum number of sentences.</li> <li>• Student may struggle to identify the main idea and details of the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Students may have difficulty identifying subject pronouns and forms of <i>be</i> verbs.</li> <li>• Students may experience confusion about minimum number of sentences.</li> <li>• Student may struggle to identify the main idea and details of the text.</li> </ul>			
<p><b>Literacy-Based DO NOW:</b> This literacy-based activity should be ready for students to begin working on upon entering class. Students should have an opportunity to read, write, and/or speak.</p>	<p><u>9<sup>th</sup> Grade (Intro)</u></p> <p><b>Vocabulary Strategy (p. 14)</b></p> <p>Students demonstrate comprehension of Unit 1 vocabulary.</p> <p><u>10<sup>th</sup> Grade (Fundamentals)</u></p> <p><b>Close Read (p. 27)</b></p> <p>Read the text once more and answer questions about the text.</p>	<p><u>9<sup>th</sup> Grade (Intro)</u></p> <p><b>Vocabulary Boost (p. 14)</b></p> <p>Students demonstrate comprehension of Unit 1 vocabulary.</p> <p><u>10<sup>th</sup> Grade (Fundamentals)</u></p> <p><b>Close Read (p. 27)</b></p> <p>Read the text once more and answer questions about the text.</p>	<p><u>9<sup>th</sup> Grade (Intro)</u></p> <p><b>Vocabulary Game (Nearpod)</b></p> <p><i>Students demonstrate comprehension of Unit 1 vocabulary.</i></p> <p><u>10<sup>th</sup> Grade (Fundamentals)</u></p> <p><b>Vocabulary (p. 30)</b></p> <p>Students demonstrate comprehension of Unit 1 vocabulary.</p>	<p><u>9<sup>th</sup> Grade (Intro)</u></p> <p><b>Vocabulary Game (Nearpod)</b></p> <p>Students demonstrate comprehension of Unit 1 vocabulary.</p> <p><u>10<sup>th</sup> Grade (Fundamentals)</u></p> <p><b>Vocabulary Game (Nearpod)</b></p> <p>Students demonstrate comprehension of Unit 1 vocabulary.</p>	<p><u>9<sup>th</sup> Grade (Intro)</u></p> <p><b>Vocabulary Game (Nearpod)</b></p> <p>Students demonstrate comprehension of Unit 1 vocabulary.</p> <p><u>10<sup>th</sup> Grade (Fundamentals)</u></p> <p><b>Vocabulary Game (Nearpod)</b></p> <p>Students demonstrate comprehension of Unit 1 vocabulary.</p>
<p><b>Agenda for the Day</b> Simple outline of lesson segments or activities that is time stamped.</p> <p>Teacher/class should take 2 minutes or less to review.</p>	<ul style="list-style-type: none"> <li>▪ Do Now (5 minutes)</li> <li>▪ Review Learning Objective (2 minutes)</li> <li>▪ I Do (10 minutes)</li> <li>▪ We Do (10 minutes)</li> <li>▪ You Together (10 minutes)</li> <li>▪ Exit Ticket (5 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do Now (5 minutes)</li> <li>▪ Review Learning Objective (2 minutes)</li> <li>▪ I Do (10 minutes)</li> <li>▪ We Do (10 minutes)</li> <li>▪ You Together (10 minutes)</li> <li>▪ Exit Ticket (5 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do Now (5 minutes)</li> <li>▪ Review Learning Objective (2 minutes)</li> <li>▪ I Do (10 minutes)</li> <li>▪ We Do (10 minutes)</li> <li>▪ You Together (10 minutes)</li> <li>▪ Exit Ticket (5 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do Now (5 minutes)</li> <li>▪ Review Learning Objective (2 minutes)</li> <li>▪ I Do (10 minutes)</li> <li>▪ We Do (10 minutes)</li> <li>▪ You Together (10 minutes)</li> <li>▪ Exit Ticket (5 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do Now (5 minutes)</li> <li>▪ Review Learning Objective (2 minutes)</li> <li>▪ I Do (10 minutes)</li> <li>▪ We Do (10 minutes)</li> <li>▪ You Together (10 minutes)</li> <li>▪ Exit Ticket (5 minutes)</li> </ul>

<p><b>Beginning of Lesson</b> <b>I Do</b></p> <p><b>Science:</b> Engage &amp; Explore</p>	<p><u><b>9<sup>th</sup> Grade (Intro)</b></u></p> <p><b>Focus on Grammar (p. 13)</b></p> <p>Students review and practice grammar forms.</p> <p><u><b>10<sup>th</sup> Grade (Fundamentals)</b></u></p> <p><b>Theme Vocabulary Practice 1 (p. 7)</b></p> <p>Students review unit vocabulary, the complete the vocabulary practice activity.</p> <p><b>Vocabulary Words:</b> alone (adj.), artist (n.), awkward (adj.), cool (adj.), presentation (n.), volunteer (v.)</p>	<p><u><b>9<sup>th</sup> Grade (Intro)</b></u></p> <p><b>First Thoughts (p. 14-15)</b></p> <p>Thinking models are modeled and demonstrated for students.</p> <p><u><b>10<sup>th</sup> Grade (Fundamentals)</b></u></p> <p><b>Theme Vocabulary Practice 1 (p. 7)</b></p> <p>Students review unit vocabulary, the complete the vocabulary practice activity.</p> <p><b>Vocabulary Words:</b> alone (adj.), artist (n.), awkward (adj.), cool (adj.), presentation (n.), volunteer (v.)</p>	<p><u><b>9<sup>th</sup> Grade (Intro)</b></u></p> <p><b>First Read – Making Mochi (pp.18-21)</b></p> <p>Students reread the text, then identify the main idea and details of “<b>Making Mochi</b>”</p> <p><u><b>10<sup>th</sup> Grade (Fundamentals)</b></u></p> <p><b>First Read (pp. )</b></p> <p>Students listen and read the unit 1 text: “The Sports Dude” As students read, they will engage in accountable talk throughout the text.</p>	<p><u><b>9<sup>th</sup> Grade (Intro)</b></u></p> <p><b>Close Read (pp.18-22)</b></p> <p>Read the text once more and answer questions about the text.</p> <p><u><b>10<sup>th</sup> Grade (Fundamentals)</b></u></p> <p><b>Vocabulary Game (Nearpod)</b></p> <p>Students demonstrate comprehension of Unit 1 vocabulary.</p>	<p><u><b>9<sup>th</sup> Grade (Intro)</b></u></p> <p><b>Close Read (pp.18-22)</b></p> <p>Read the text once more and answer questions about the text.</p> <p><u><b>10<sup>th</sup> Grade (Fundamentals)</b></u></p> <p><b>Vocabulary Game (Nearpod)</b></p> <p>Students demonstrate comprehension of Unit 1 vocabulary.</p>
<p><b>(9<sup>TH</sup> Grade)</b></p> <p><b>Middle of the lesson</b> <b>We Do</b></p> <p><b>Science:</b> Explain and Elaborate</p> <p><b>(10<sup>TH</sup> Grade)</b></p> <p><b>Middle of the lesson</b> <b>We Do</b></p>	<p><u><b>9<sup>th</sup> Grade (Intro)</b></u></p> <p><b>Share Your Perspective (p. 14-15)</b></p> <p>Students connect the text to their own personal experiences and share their point of view.</p> <p><u><b>10<sup>th</sup> Grade (Fundamentals)</b></u></p> <p><b>Theme Vocabulary Practice 2 (p. 7)</b></p>	<p><u><b>9<sup>th</sup> Grade (Intro)</b></u></p> <p><b>Analyze and Share (p. 14-15)</b></p> <p>Students review analysis questions and support their thinking with textual evidence.</p> <p><u><b>10<sup>th</sup> Grade (Fundamentals)</b></u></p> <p><b>Theme Vocabulary Practice 2 (p. 7)</b></p> <p>Students complete</p>	<p><u><b>9<sup>th</sup> Grade (Intro)</b></u></p> <p><b>First Read – Making Mochi (pp.18-21)</b></p> <p>Students reread the text, then identify the main idea and details of “<b>Making Mochi</b>”</p> <p><u><b>10<sup>th</sup> Grade (Fundamentals)</b></u></p> <p><b>First Read (pp. 8-25)</b></p> <p>Students listen and read the unit 1 text: “The Sports Dude” As students</p>	<p><u><b>9<sup>th</sup> Grade (Intro)</b></u></p> <p><b>Analyze (pp. 22)</b></p> <p>Students answer text-analysis questions</p> <p><u><b>10<sup>th</sup> Grade (Fundamentals)</b></u></p> <p><b>Discuss (p. 8)</b></p> <p>Students identify sentences that demonstrate empathy, then ask questions related to empathy with a partner.</p>	<p><u><b>9<sup>th</sup> Grade (Intro)</b></u></p> <p><b>Analyze (pp. 22)</b></p> <p>Students answer text-analysis questions</p> <p><u><b>10<sup>th</sup> Grade (Fundamentals)</b></u></p> <p><b>Discuss (p. 8)</b></p> <p>Students identify sentences that demonstrate empathy, then ask questions related to empathy with a partner.</p>

<p><b>Science:</b> Explain and Elaborate</p>	<p>Students complete sentences using the present progressive form of the verb.</p>	<p>sentences using the present progressive form of the verb.</p>	<p>read, they will engage in accountable talk throughout the text.</p>		
<p><b>End of the Lesson</b> You Do</p> <p><b>Science:</b> Evaluate</p>	<p><u><b>9<sup>th</sup> Grade (Intro)</b></u></p> <p><b>Focus on Grammar (p. 13)</b></p> <p>Students practice grammar forms.</p> <p><u><b>10<sup>th</sup> Grade (Fundamentals)</b></u></p> <p>Students write 10 sentences using the present progressive form in English.</p>	<p><u><b>9<sup>th</sup> Grade (Intro)</b></u></p> <p><b>Understand (p. 15)</b></p> <p>Students demonstrate comprehension of the text.</p> <p><u><b>10<sup>th</sup> Grade (Fundamentals)</b></u></p> <p>Students write 10 sentences using the present progressive form in English.</p>	<p><u><b>9<sup>th</sup> Grade (Intro)</b></u></p> <p><b>Comprehension Questions (pp. 18-21)</b></p> <p>Students answer text-dependent questions using evidence from the text.</p> <p><u><b>10<sup>th</sup> Grade (Fundamentals)</b></u></p> <p><b>First Read (pp. 8-25)</b></p> <p>Students listen and read the unit 1 text: "The Sports Dude" As students read, they will engage in accountable talk throughout the text.</p>	<p><u><b>9<sup>th</sup> Grade (Intro)</b></u></p> <p><b>Grammar Practice (pp. 8-11)</b></p> <p>Students review and practice weekly grammar forms.</p> <p><u><b>10<sup>th</sup> Grade (Fundamentals)</b></u></p> <p><b>Reading Strategy: Monitoring Understanding (p. 9)</b></p> <p>Students listen and read the unit 1 text: "The Sports Dude" As students read, they will engage in accountable talk throughout the text.</p>	<p><u><b>9<sup>th</sup> Grade (Intro)</b></u></p> <p><b>Grammar Practice (pp. 8-11)</b></p> <p>Students review and practice weekly grammar forms.</p> <p><u><b>10<sup>th</sup> Grade (Fundamentals)</b></u></p> <p><b>Reading Strategy: Monitoring Understanding (p. 9)</b></p> <p>Students listen and read the unit 1 text: "The Sports Dude" As students read, they will engage in accountable talk throughout the text.</p>
<p><b>(05 MINUTES MAX)</b></p> <p><b>Literacy Based closing activity:</b></p> <p>Engage students in reading and writing tasks that assess their understanding of the lesson. Students are drawn back to the objective for the day.</p>	<p><u><b>9<sup>th</sup> Grade (Intro)</b></u></p> <p><b>Vocabulary Practice</b></p> <p>Students write a complete sentence using the theme</p>	<p><u><b>9<sup>th</sup> Grade (Intro)</b></u></p> <p><b>Text Discussion (pp. 8-11)</b></p> <p>Students answer a prompt connected to the text.</p>	<p><u><b>9<sup>th</sup> Grade (Intro)</b></u></p> <p><b>Let's Summarize</b></p> <p><i>Students write a paragraph summary of the text.</i></p>	<p><u><b>9<sup>th</sup> Grade (Intro)</b></u></p> <p><b>Text Discussion (pp. 8-11)</b></p> <p>Students answer a prompt connected to the text.</p>	<p><u><b>9<sup>th</sup> Grade (Intro)</b></u></p> <p><b>Text Discussion (pp. 8-11)</b></p> <p>Students answer a prompt connected to the text.</p>

	<p>vocabulary.</p> <p><b><u>10<sup>th</sup> Grade (Fundamentals)</u></b></p> <p><b>Vocabulary Practice</b></p> <p>Students write a complete sentence using the theme vocabulary.</p>	<p><b>Prompt:</b> "What skills and qualities do you think are important to become a successful archaeologist, and why?"</p> <p><b><u>10<sup>th</sup> Grade (Fundamentals)</u></b></p> <p><b>Essential Question Discussion</b></p> <p>Students answer a prompt connected to the unit's essential question.</p>	<p><b><u>10<sup>th</sup> Grade (Fundamentals)</u></b></p> <p><b>Text Discussion (pp. 8-25)</b></p> <p>Students answer a prompt connected to the text.</p> <p><b>Prompt:</b> "How does empathy influence the outcome of the text?"</p>	<p><b><u>10<sup>th</sup> Grade (Fundamentals)</u></b></p> <p><b>Text Discussion (pp. 8-25)</b></p> <p>Students answer a prompt connected to the text.</p> <p><b>Prompt:</b> "How does empathy influence the decisions you make? Why or why not?"</p>	<p><b><u>10<sup>th</sup> Grade (Fundamentals)</u></b></p> <p><b>Text Discussion (pp. 8-25)</b></p> <p>Students answer a prompt connected to the text.</p> <p><b>Prompt:</b> "How does empathy influence the decisions you make? Why or why not?"</p>
<p><b>SPED Modification (s):</b></p> <p>What modifications are being made to accommodate the students receiving special services?</p>	<ul style="list-style-type: none"> <li>• Clear and concise language with minimal jargon</li> <li>• Illustrated text</li> <li>• Building Background</li> <li>• Reduced workload</li> <li>• Extended time</li> <li>• Alternative Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Clear and concise language with minimal jargon</li> <li>• Illustrated text</li> <li>• Building Background</li> <li>• Reduced workload</li> <li>• Extended time</li> <li>• Alternative Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Clear and concise language with minimal jargon</li> <li>• Illustrated text</li> <li>• Building Background</li> <li>• Reduced workload</li> <li>• Extended time</li> <li>• Alternative Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Clear and concise language with minimal jargon</li> <li>• Illustrated text</li> <li>• Building Background</li> <li>• Reduced workload</li> <li>• Extended time</li> <li>• Alternative Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Clear and concise language with minimal jargon</li> <li>• Illustrated text</li> <li>• Building Background</li> <li>• Reduced workload</li> <li>• Extended time</li> <li>• Alternative Assessment</li> </ul>
<p><b>ESL Modification (s):</b></p> <p>What modifications are being made to accommodate the students receiving special services?</p>	<ul style="list-style-type: none"> <li>• L1 Support (Spanish)</li> <li>• Illustrated Vocabulary</li> <li>• Read-Aloud</li> <li>• Leveled Text</li> <li>• Connecting Background Knowledge</li> <li>• 1.5x Time</li> <li>• Audio Summary of the text in English and Spanish</li> <li>• Sentence Stems</li> </ul>	<ul style="list-style-type: none"> <li>• L1 Support (Spanish)</li> <li>• Illustrated Vocabulary</li> <li>• Read-Aloud</li> <li>• Leveled Text</li> <li>• Connecting Background Knowledge</li> <li>• 1.5x Time</li> <li>• Audio Summary of the text in English and Spanish</li> <li>• Sentence Stems</li> </ul>	<ul style="list-style-type: none"> <li>• L1 Support (Spanish)</li> <li>• Illustrated Vocabulary</li> <li>• Read-Aloud</li> <li>• Leveled Text</li> <li>• Connecting Background Knowledge</li> <li>• 1.5x Time</li> <li>• Audio Summary of the text in English and Spanish</li> <li>• Sentence Stems</li> </ul>	<ul style="list-style-type: none"> <li>• L1 Support (Spanish)</li> <li>• Illustrated Vocabulary</li> <li>• Read-Aloud</li> <li>• Leveled Text</li> <li>• Connecting Background Knowledge</li> <li>• 1.5x Time</li> <li>• Audio Summary of the text in English and Spanish</li> <li>• Sentence Stems</li> </ul>	<ul style="list-style-type: none"> <li>• L1 Support (Spanish)</li> <li>• Illustrated Vocabulary</li> <li>• Read-Aloud</li> <li>• Leveled Text</li> <li>• Connecting Background Knowledge</li> <li>• 1.5x Time</li> <li>• Audio Summary of the text in English and Spanish</li> <li>• Sentence Stems</li> </ul>

<b>Assessment (s):</b> How will you know that students have reached the objective? Assessments may include: Pre-assessment, formative assessments, summative assessment, post-assessment, discussions, performance, demonstration, etc.	<b><u>Formative Assessments</u></b> -Content Vocabulary Cards -Check for Understanding  <b><u>Summative</u></b> -Content Worksheets -Unit Quiz	<b><u>Formative Assessments</u></b> -Content Vocabulary Cards -Check for Understanding  <b><u>Summative</u></b> -Content Worksheets -Unit Quiz	<b><u>Formative Assessments</u></b> -Content Vocabulary Cards -Check for Understanding  <b><u>Summative</u></b> -Content Worksheets -Unit Quiz	<b><u>Formative Assessments</u></b> -Content Vocabulary Cards -Check for Understanding  <b><u>Summative</u></b> -Content Worksheets -Unit Quiz	<b><u>Formative Assessments</u></b> -Content Vocabulary Cards -Check for Understanding  <b><u>Summative</u></b> -Content Worksheets -Unit Quiz
<b>Corrective Activity (s):</b> What will I do if the student doesn't understand the lesson?	<b><u>Heterogeneous Grouping</u></b> <ul style="list-style-type: none"> <li>Students of higher proficiency levels are paired with students of beginning proficiency levels to assist in building knowledge</li> </ul> <b><u>Repetition/L1 support</u></b> (Teacher provides an explanation of the concept in Spanish for students that are struggling.	<b><u>Heterogeneous Grouping</u></b> <ul style="list-style-type: none"> <li>Students of higher proficiency levels are paired with students of beginning proficiency levels to assist in building knowledge</li> </ul> <b><u>Repetition/L1 support</u></b> <ul style="list-style-type: none"> <li>(Teacher provides an explanation of the concept in Spanish for students that are struggling.</li> </ul>	<b><u>Heterogeneous Grouping</u></b> <ul style="list-style-type: none"> <li>Students of higher proficiency levels are paired with students of beginning proficiency levels to assist in building knowledge</li> </ul> <b><u>Repetition/L1 support</u></b> <ul style="list-style-type: none"> <li>(Teacher provides an explanation of the concept in Spanish for students that are struggling.</li> </ul>	<b><u>Heterogeneous Grouping</u></b> <ul style="list-style-type: none"> <li>Students of higher proficiency levels are paired with students of beginning proficiency levels to assist in building knowledge</li> </ul> <b><u>Repetition/L1 support</u></b> <ul style="list-style-type: none"> <li>(Teacher provides an explanation of the concept in Spanish for students that are struggling.</li> </ul>	<b><u>Heterogeneous Grouping</u></b> <ul style="list-style-type: none"> <li>Students of higher proficiency levels are paired with students of beginning proficiency levels to assist in building knowledge</li> </ul> <b><u>Repetition/L1 support</u></b> <ul style="list-style-type: none"> <li>(Teacher provides an explanation of the concept in Spanish for students that are struggling.</li> </ul>
<b>Extension/Enrichment Activity (s):</b> What will I do with students who understand quicker than others?	<ul style="list-style-type: none"> <li>Extension Questions</li> <li>Vocabulary Review</li> </ul>	<ul style="list-style-type: none"> <li>Extension Questions</li> <li>Vocabulary Review</li> </ul>	<ul style="list-style-type: none"> <li>Extension Questions</li> <li>Vocabulary Review</li> </ul>	<ul style="list-style-type: none"> <li>Extension Questions</li> <li>Vocabulary Review</li> </ul>	<ul style="list-style-type: none"> <li>Extension Questions</li> <li>Vocabulary Review</li> </ul>
<b>Technology Integration:</b>	<ul style="list-style-type: none"> <li>Students will use</li> </ul>	<ul style="list-style-type: none"> <li>Students will use Nearpod, which is</li> </ul>	<ul style="list-style-type: none"> <li>Students will use Nearpod,</li> </ul>	<ul style="list-style-type: none"> <li>Students will use Nearpod, which is</li> </ul>	<ul style="list-style-type: none"> <li>Students will use Nearpod, which is</li> </ul>

<p>How will the students use technology to help them master the objective.</p>	<p><b>Nearpod, which is embedded with the following assistive technology:</b></p> <ul style="list-style-type: none"> <li>• Text-to-Speech</li> <li>• Highlighting</li> <li>• Focused Reading</li> <li>• Illustrated picture dictionary</li> <li>• In-line text translation</li> <li>• Students also have access to a class document that includes how-to guides for completing assignments, school resources, digital word walls, texts, and links to missing assignments.</li> </ul>	<p><b>embedded with the following assistive technology:</b></p> <ul style="list-style-type: none"> <li>• Text-to-Speech</li> <li>• Highlighting</li> <li>• Focused Reading</li> <li>• Illustrated picture dictionary</li> <li>• In-line text translation</li> <li>• Students also have access to a class document that includes how-to guides for completing assignments, school resources, digital word walls, texts, and links to missing assignments.</li> </ul>	<p><b>which is embedded with the following assistive technology:</b></p> <ul style="list-style-type: none"> <li>• Text-to-Speech</li> <li>• Highlighting</li> <li>• Focused Reading</li> <li>• Illustrated picture dictionary</li> <li>• In-line text translation</li> <li>• Students also have access to a class document that includes how-to guides for completing assignments, school resources, digital word walls, texts, and links to missing assignments.</li> </ul>	<p><b>embedded with the following assistive technology:</b></p> <ul style="list-style-type: none"> <li>• Text-to-Speech</li> <li>• Highlighting</li> <li>• Focused Reading</li> <li>• Illustrated picture dictionary</li> <li>• In-line text translation</li> <li>• Students also have access to a class document that includes how-to guides for completing assignments, school resources, digital word walls, texts, and links to missing assignments.</li> </ul>	<p><b>embedded with the following assistive technology:</b></p> <ul style="list-style-type: none"> <li>• Text-to-Speech</li> <li>• Highlighting</li> <li>• Focused Reading</li> <li>• Illustrated picture dictionary</li> <li>• In-line text translation</li> <li>• Students also have access to a class document that includes how-to guides for completing assignments, school resources, digital word walls, texts, and links to missing assignments.</li> </ul>
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